

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13VA3**

|                               |                          |                          |                          |                          |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                               | <b>Charter</b>           | <b>Title 1</b>           | <b>Magnet</b>            | <b>Choice</b>            |
| School Type (Public Schools): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name of Principal: Ms. Alexis White

Official School Name: Garrisonville Elementary School

School Mailing Address: 100 Wood Drive  
Stafford, VA 22556-1838

County: Stafford State School Code Number\*: 089-0041

Telephone: (540) 658-6260 E-mail: whiteam1@staffordschools.net

Fax: (540) 658-6255 Web site/URL: http://stafford.garrisonville.schoolfusion.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Randy Bridges Ed.D. Superintendent e-mail:  
bridgesrl@staffordschools.net

District Name: Stafford County Public Schools District Phone: (540) 658-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Stephanie Johnson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 17 Elementary schools (includes K-8)  
8 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
30 Total schools in district
2. District per-pupil expenditure: 9272

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade                     | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|
| PreK                      | 7          | 13           | 20          |
| K                         | 42         | 35           | 77          |
| 1                         | 49         | 42           | 91          |
| 2                         | 45         | 34           | 79          |
| 3                         | 47         | 40           | 87          |
| 4                         | 42         | 44           | 86          |
| 5                         | 60         | 42           | 102         |
| 6                         | 0          | 0            | 0           |
| 7                         | 0          | 0            | 0           |
| 8                         | 0          | 0            | 0           |
| 9                         | 0          | 0            | 0           |
| 10                        | 0          | 0            | 0           |
| 11                        | 0          | 0            | 0           |
| 12                        | 0          | 0            | 0           |
| Total in Applying School: |            |              | 542         |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
4 % Asian  
10 % Black or African American  
19 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
58 % White  
7 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 11%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description   | Value |
|------|---|-------|
| (1)  | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.   | 34    |
| (2)  | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 23    |
| (3)  | Total of all transferred students [sum of rows (1) and (2)].  | 57    |
| (4)  | Total number of students in the school as of October 1, 2011  | 520   |
| (5)  | Total transferred students in row (3) divided by total students in row (4).                                       | 0.11  |
| (6)  | Amount in row (5) multiplied by 100.  | 11    |

8. Percent of English Language Learners in the school: 8%  
Total number of ELL students in the school: 41  
Number of non-English languages represented: 6  
Specify non-English languages:

Spanish, Japanese, Thai, Russian, Urdu, Farsi

9. Percent of students eligible for free/reduced-priced meals: 23%

Total number of students who qualify: 118

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 56

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

|                                |  |
|--------------------------------|--|
| <u>18</u> Autism               | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>9</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment         |
| <u>4</u> Hearing Impairment    | <u>1</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>2</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>8</u> Developmentally Delayed               |

11. Indicate number of full-time and part-time staff members in each of the categories below:

|   | <u><b>Full-Time</b></u> | <u><b>Part-Time</b></u> |
|---|-------------------------|-------------------------|
| Administrator(s)  | <u>2</u>                | <u>0</u>                |
| Classroom teachers  | <u>24</u>               | <u>0</u>                |
| Resource teachers/specialists<br>(e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>15</u>               | <u>15</u>               |
| Paraprofessionals   | <u>17</u>               | <u>4</u>                |
| Support staff<br>(e.g., school secretaries, custodians, cafeteria aides, etc.)                              | <u>25</u>               | <u>2</u>                |
| Total number  | <u>83</u>               | <u>21</u>               |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

|                             | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 96%       | 96%       | 96%       | 96%       |
| High school graduation rate | %         | %         | %         | %         | %         |

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

|  |                  |
|--|------------------|
| Graduating class size:                     | <u>0</u>         |
| Enrolled in a 4-year college or university | <u>0%</u>        |
| Enrolled in a community college            | <u>0%</u>        |
| Enrolled in vocational training            | <u>0%</u>        |
| Found employment                           | <u>0%</u>        |
| Military service                           | <u>0%</u>        |
| Other                                      | <u>0%</u>        |
| <b>Total</b>                               | <u><b>0%</b></u> |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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At Garrisonville Elementary School (GES), “Home of the Gators”, we believe that all students can learn. The students, staff members and community understand the high expectations of GES, believe in them, and know that they can be obtained. Our students walk through the door beginning an experience of educational and social development. Our school- wide motto embodies a positive school atmosphere which embraces family and community. At GES, we live the Gator Way. We **Go the Extra Mile**, **Always encourage**, **Totally cooperate**, have **Outstanding attitudes** and are **Respectful and responsible**.

The mission of GES is to be a catalyst where students will integrate knowledge, skills, and mutual respect to become responsible decision makers in our ever-changing society. GES is committed to our students’ educational and social development. At GES, each student will begin a lifelong learning process that will enable him/her to make responsible choices, problem solve and achieve a level of independence necessary to become productive citizens.

GES provides a positive learning environment of differentiated instruction that meets the diverse needs of our students through continual monitoring of student progress and collaborative efforts between parents and staff. GES teachers provide clear and focused standards of instruction to maximize the potential of each student through school and classroom practice based on the best current research regarding teaching and learning, while setting high expectations that encourage academic curiosity in an ever-changing world. GES staff members believe in a shared focus on student learning in a safe environment that promotes mutual respect and high levels of community and family involvement to support students’ academic and personal growth. At GES, students enjoy school and exhibit a sense of school spirit and pride. Students have a sense of belonging and are motivated to do their best.

GES is located about 40 miles south of Washington D.C. and is in within commutable distance to many of our nation’s military bases. Because of the lower cost option for housing for military and other government workers, the Stafford community is largely comprised of these families and many non-English-speaking blue-collar workers. It is a very transient community. To date we have had 37 student withdraws and 80 students who have moved or transferred into GES this year. We have 88 military families whose children are attending our school. This translates to over 15% of our student population. We also have 23.7% of our families benefiting from free and reduced lunch, and our Hispanic population comprises 20% of our students. Due to the transiency of our student population, our staff works to accurately assess students, identify their instructional and social needs, and make important connections to establish a positive relationships with them and their families . At GES, we believe this will provide them a foundation to build success.

GES has been in existence since 1981. The green and orange “ Gator Tradition” began 27 years ago; and since then, GES has been known as the school where students, staff and parents “Go the Extra Mile” to exceed all expectations for student achievement. Prior to the standards of learning assessments, GES led the county in site-based development of curriculum maps for all areas of instruction. The teachers at GES not only make connections with their students, but they know every facet of the curriculum that they teach.

Our community has been ingrained in the culture of GES. “Gator Week” has become a community/school tradition since the late 1980’s. During this week every March, our whole community celebrates GES. Our Gator Week Friday includes our very special lunch party with our very own gator rappers and a dedication to our fifth grade students. Everyone in the community and district is touched by this week as everyone feels the spirit and culture of GES.

Among Stafford County Public Schools, GES consistently exceeds expectations. We consistently perform with top scores on all standardized tests (Moving with Math, Comprehension Strategies Assessment, Phonological Literacy and Assessment Screening, AIMS Web, and Virginia State Standards of Learning Assessments). In 2012, GES was voted one of the top 10 schools in the Commonwealth of Virginia by Northern Virginia Magazine (2011-12). GES has won the *Virginia Index Performance (VIP) Governor's Award for Educational Excellence* for the past four years (2009-2012), and GES was a finalist of the *Intel Schools of Distinction Awards* (2008).

Our strengths are indicative through the many accomplishments of our staff. Our math specialist was recognized by the Virginia Council of Teachers of Mathematics as the *math specialist of the year in 2008*. Our Reading Specialist was awarded the *Stafford County Teacher of the Year in 2008*. Our Gifted Resource Teacher was awarded *Outstanding Teacher of the Gifted, Region FIVE* by Virginia Association for the Gifted in 2010. One of our paraprofessionals was awarded the *Stafford County Service Employee of the year* in 2010, and one of our classroom teachers was awarded *Outstanding Teacher of the Gifted by the Northern Virginia Council for Gifted/Talented Education*.

Our students regularly participate in district, state, and local events. One of our Destination Imagination teams placed first in the 2012 regional competition. One of our former 3<sup>rd</sup> graders won 7<sup>th</sup> in the National Word Master Challenge – Gold Division in 2011. County-wide we have earned 1<sup>st</sup> place winner in Word Master Challenge over the last five years. Our students annually participate in county and state- Wide Music and Art Festivals as well as contribute to our county- wide “Agents of Change” Festival.

Our strengths are built on commitment of our students, staff, and parents. We are in a distinct partnership with a very specific purpose. That purpose is to meet the needs of our students, challenge and extend them, and give them the tools necessary to become productive citizens in the twenty-first century. Our school continues to exceed above county and state standards, and this commends GES to Blue Ribbon status.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The success of Garrisonville Elementary School is shown in numerous ways from the dynamic school culture to academic achievement. The academic excellence shown through consistent high performing test results are indicators of the powerful culture and love for learning felt throughout the halls of “Gator Land”.

Garrisonville has consistently performed with excellence on the Virginia State Standards of Learning (SOL) testing and has consistently met all AYP/ AMO requirements. GES has received the Governor’s Award for Academic Excellence for the last years, and was selected one of the top 10 schools in the state of Virginia by Northern Virginia Magazine for the year 2011-12 school year.

The State Standards of Learning tests are criterion-referenced tests given to our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students at the end of the school year to assess the mastery of the Virginia State Curriculum. It is an expectation of all teachers at GES to develop solid curriculum maps based upon the Standards of Learning and the Virginia State Curriculum Framework. At Garrisonville Elementary, every teacher knows the curriculum and strives to utilize the most effective teaching strategies to help students not only be able to generalize what they learn about the standards but apply their knowledge and use it to develop habits of the mind necessary to think critically in the twenty first century. At GES our whole focus is to help students not only to realize that problems exist, but we want them to use their knowledge to solve problems globally and systematically. Thus, students that achieve a passing SOL score of 450 or below are watched closely. According to Virginia State Standards, a pass/proficient SOL score is 400-499 and a pass advanced score is 500-600. A score below 450 is considered as an indicator for concern. Our goal is to increase our pass advanced scores with every passing year. The Standards of Learning scores are studied by our school improvement team as well as each of our teachers. Our study includes question by question analysis so that we can identify trends in the results. We utilize this information as well as other data measures to formulate leading indicators in route to the development of our school improvement plan to include specific goals, objectives, and action steps to improve our teaching for our students’ success.

All members of the Garrisonville community whether it be the hard working students, the dedicated staff, or our involved and supportive parents, believe in the motto “Going the Extra Mile”!! This is indicative in our consistent and outstanding performance school-wide year after year. We believe in a very proactive partnership where we all concentrate specifically on giving our very best effort in all that we do for our children, so that through modeling, our children formulate their own intrinsic goals to better themselves with each and every day. This has resulted in student excellence. Our data tables show that Garrisonville Elementary has achieved Virginia State Excellence consistently performing well above the state average performance for the last five years. There have been no significant gains or losses in any area with the exception of mathematics following 2011-12 state testing changes.

The most recent year’s data (2011-12) show that Garrisonville Elementary met all of the Federal Annual Measurable Objectives. GES performed, overall, 9% above the state average in reading and 17% above the state average in Mathematics. The data for the 2011-12 school year showed no ten-point gap between proficiency gap groups and all students. Following the changes in the 2011-12 SOL Mathematics Test, GES did see a decrease of 14% in the 2011-12 GES school year performance data as compared to the 2010-11 GES school year data. However, it is the belief of GES that the new state test is much more indicative of the students’ problem solving capability. GES believes that this assessment provides teachers with a much better indicator of student learning and critical thinking skill ability. Thus Garrisonville Elementary has carefully analyzed our students’ performance data and identified ways to work on communication, interpretation, and representation to model given mathematical concepts.

Our school-wide focus is to teach problem-solving across the curriculum. Our teachers utilize common planning time to work in their grade level PLCs (Professional Learning Communities) in order to collaborate and create inquiry based lessons to promote higher level thinking skills while communicating mathematical strategies used to solve problems. Teachers use this collaborative time to analyze data from Universal Screeners and benchmark assessments as well as student work collected from grade level assessments in order to identify differentiated groups across the grade level. Teachers use our designated Intervention/Enrichment block to provide students an additional 30 minutes of instruction per day outside of regular instructional time. Three days a week are used for reading and two days of week for math. Our FOCUS teacher, for those students identified as gifted and talented, provides weekly math enrichment for our fourth and fifth graders. Focused intervention and enrichment programs are also available after school to include SOL tutoring programs for those in need of intervention and our Destination Imagination programs for those students requiring enrichment.

Students that have not received preschool and enter into kindergarten are identified and closely monitored. Those students, in addition to other students who have performed below expectation on the PALS (Phonological Assessment and Literacy Screening) and the CSA (Comprehensive Strategies Assessment) are put into our Gator Aides program two times per week. This is a collaborative program sponsored through our PTO and in coordination with middle school students. Under the direction of a coordinator, these students provide an additional intervention reading program two times per week. Our PTO also supports a Book Buddies program for our first grade students. This program provides volunteers to work in our first grade classrooms to provide additional support during our guided reading time. A supplemental Math Intervention program for our primary students is made available by our teachers. This program is before school for 45 minutes two days a week. Students are selected if they are performing below expectations according to the AMC (Assessing Math Concepts) testing given in grades Kg, 1<sup>st</sup>, and 2<sup>nd</sup> grade.

Our RTI (Response to Intervention) Team consists of our administration, our school psychologist, our educational evaluator, our special education staff, our math specialist, our reading specialist, and our school counselor. This team meets each week with a grade level team. Each grade level team is on a six week rotation. The team monitors students that are performing below expectation. This provides an opportunity to enhance PLC discussions, collaborate, and formulate specific intervention strategies under the direction of a case manager. Strategies are documented and progress is monitored for 6 weeks. Progress is reviewed, discussed, and modified, if necessary, at each meeting.

It is evident to our students that our parents, our community, and our staff members are willing to “Go the Extra Mile” everyday. There is a profound belief throughout GES that every student has the ability to learn, to extend their thinking, and to develop habits that will help them prosper in the twenty-first century.

## **2. Using Assessment Results:**

Studies have shown that formal assessment raises student achievement. GES teachers use assessment to provide accurate data, inform adjustments in teaching and learning, and to increase motivation and self-esteem within the students. The assessments are year round tools used to guide instruction and designed to measure student progress which helps to increase student achievement.

At the end of every school year the process of analyzing data for the upcoming school year begins. The School Improvement Plan (SIP) team, composed of teachers and administrators, analyze data collected from assessments throughout the school year to set goals/create action steps for the upcoming school year. The SIP team also uses this data to plan professional learning opportunities for the staff. The data for this process is collected from; VA SOL's, DSA/CSA, PALS, F&P, Writing Prompts, Moving with Math, Aims Web, AMC Anywhere, WIDA, Stafford County Benchmark Assessments, and Kindergarten Screenings. Based on the findings from these assessments we are able to identify areas of weakness and

strength within our student population. Grade levels meet using the data to redesign our teachers' curriculum maps for the following school year.

At GES, data collected from the previous year is used to start instructing students at their individualized levels on the first day of school. Throughout the year teachers follow the yearly assessment calendar, as well as using other formal and summative assessments as needed to monitor learning and drive instruction. For example, K-2 uses *Phonological Awareness Literacy Screening* (PALS) which measures knowledge of literacy fundamentals (phonological awareness, alphabet knowledge, knowledge of letter sounds, spelling, concept of word, word recognition in isolation, and oral passage reading) as a useful diagnostic tool. Information gained from a student's performance is used in making instructional judgments. In grades 2-5 the Diagnostic Spelling Assessment (DSA) is used to gauge students' current levels of spelling. Students are then placed in fluid word study groups to improve on spelling concepts and knowledge. Grades K-5 use the Comprehensive Strategy Assessment (CSA) to assess and monitor skill-based reading strategies. All grades also measure student reading levels based on the Fountes and Pinnel (F&P) assessment. All teachers use the F&P assessment in the spring to determine current reading level for all students. These scores follow the students to the upcoming year where they will be tracked and reassessed, using F&P, the following spring to measure their growth.

Grades K-2 uses the AMC Anywhere to measure math skills throughout the year. Grades 3-5 use the Moving with Math assessment to monitor student math skills and track skill growth three times per year. Data collected from these assessments help teachers create intervention and enrichment groups to help build math concepts and skills.

### **3. Sharing Lessons Learned:**

The GES Faculty is a collaborative group of individuals who believe strongly in the sharing of lessons, techniques and strategies in order to enhance the professional growth within and outside the doors of GES. GES believes in the "train the trainer" model and know it is a powerful way to grow and learn. The faculty at Garrisonville specifically focuses school-wide professional development upon the school's improvement plan. Teachers professionally share and grow together in an effort to strengthen their instructional strategies within the classroom.

Grade-level teams share inquiry-based lessons and new instructional strategies weekly during our faculty meetings. Our faculty gathers with a purpose to deliberately follow the school improvement plan initiatives. In doing so, the school plan involves the specific delivery of instructional strategies through staff members presenting lessons that have been created by grade level PLCs. Many of our faculty members utilize the information shared within GES to then go and mentor through outside presentations, conferences, and college-level teaching which is highly encouraged at GES.

At GES, we are very fortunate to have dedicated and committed specialists. Our reading and mathematics specialists, gifted resource teacher, special education teachers, counselors, and the specialty- area teachers are dedicated to training our staff through monthly meetings. They are also dedicated to partnering with our faculty in formulating trainings to be taught outside our school for county and state professional development.

Our math specialist offers a graduate- level course annually through the University of Virginia. The course is designed to help strengthen both mathematics content knowledge and pedagogical skills. A majority of our staff members have taken this or related graduate courses. The instructional strategies learned are consistently utilized in the classrooms at GES.

Our reading specialist is engaged in county concept-of-word training for our teachers and some other local county schools. Information discussed and learned in those professional development training sessions are followed up through collaborative discussions among grade- level teams between

schools. Our principal encourages this type of professional growth and formulates ways to provide professional time for these PLCs to take place.

Our resource teacher for the gifted and our guidance counselor have presented numerous times together. They presented at the Virginia Conference for School Counselors during the 2011-12 school year and in June of 2012 at the county-wide Focus Symposium. They presented the "GES Collaborative Model of Guidance for the Gifted: Social Emotional Needs".

Our resource teacher for the gifted has also taught county wide trainings to include: "Differentiation of the Gifted in the Regular Classroom"; "Characteristics and Identification for the Gifted"; and "Junior Great Books/Shared Inquiry".

GES was chosen to pilot the Standards-Based Report Cards. Over the past five years, several of our classroom teachers have worked together to provide yearly trainings to the other schools in Stafford County.

Several of our classroom teachers have facilitated professional development opportunities through offering Lesson Study Cycles. Teachers choose an instructional area based on our school improvement plan initiative. They meet for four or five sessions to develop the lesson, and then they choose a teacher and a classroom in which to present the lesson. The lesson is taught and then the team again collaborates to make adjustments. The lesson is taught again. The team meets one more time to debrief and make final assessments of the lesson taught. It is a powerful experience that shows the initiative of the teachers at GES to work together in order to provide students with an enriching, classroom experience.

GES is an institution of learning both for students and for staff members. We all work together to "Go the Extra Mile" so that our students benefit academically, socially, and emotionally.

#### **4. Engaging Families and Communities:**

At GES, our GATOR motto, Going the Extra Mile, Always Encouraging, Totally Cooperative, Outstanding Attitude and Respectful and Responsible, embodies a positive school atmosphere which embraces family and community for a successful learning environment for our students.

Best practices for school/parent communication are exercised by staff through classroom and grade-level newsletters, bi-monthly Gator Gram, a monthly Gazette, Blackboard Connect, School Fusion website, and Facebook. Teachers meet with all parents at least twice a year to conference on student progress. Parents experience the learning environment through Back- to- School Night, Open House, Math/Science/Technology Night, Reading & Math Fun Night, SOL Night and Be Excited about Math Day. A Parent Resource Library and parent education nights are available to assist them. Students support their community through "Jump Rope for Heart", "Angel Tree", food drives, coat drive, visits to nursing homes, a recycling program, "Military Appreciation Night" and letters to deployed soldiers. Awards Assemblies highlight students' skills and positive character traits.

Our parents are a part of our partnership, and their feedback is vital to our school. Our principal has an open door policy with parents, and that policy is transparent. Each year parent surveys are given to parents. Parents are able to report on strengths and on areas in need of improvement. Every parent comment is read and analyzed by the School Improvement Team at the end of every school year, and all parent comments are taken very seriously. These comments give the school body important information in regards to any changes that should be made for the upcoming year. Our goal is to continue to enhance each parent's experience as well as that of our students at Gator Land!

GES PTO plays a vital role in helping to meet the organizational, social, and academic needs of the school. They sponsor all of our academic, enrichment programs. They support student/home connections

by supplying agendas and weekly home folders. Opportunities for community bonding and fundraising include Spirit Nights, Sweetheart Dance, Fall Festival, Family Bingo Nights, Field Day and the Boosterthon Fun Run. A large pool of parent volunteers support teachers in their daily instruction. As a top performing school, behavioral expectations are important in instilling a positive and structured learning environment. Our “Gotcha” program is a behavior, all inclusive reward system that instills the power of team work. Students earn “Gotchas” for their classroom from any staff member outside of the classroom teacher. “Gotchas” are awarded when GATOR expectations and behaviors are observed. The class with the highest count monthly earns a reward/party. Our PTO helps fund these rewards. They are great participants and encouragers of this positive behavioral support system.

Working together with the community allows GES to promote all facets of instruction. Literacy is encouraged through monthly and summer reading challenges. Our Book Swap, Book Drive and Book Fair strengthen reading skills and replenish home libraries. Our Book Buddy Program, run by former parents and staff members, provides students with additional reading support. We integrate technology into math and reading through our Benchmark Online Reading Program and Accelerated Reader. Opportunities to master math skills outside of school are provided by the First N Math computer program, while Talking Fingers enhances literacy/typing skills. Our parents lead the Destination Imagination Club, which facilitates children working together to solve mind-bending challenges creatively and to experience twenty-first century problem-solving skills. Multicultural Night brings families together to broaden their knowledge about other cultures. Our Physical Education Department is actively involved in the community through special events, such as a staff basketball benefit to raise money for CPR training money for the American Heart Association. Together, we make a difference.

Our dedicated student alumni continue their strong connection to GES and exemplify the GATOR philosophy by returning to assist in special-needs classrooms and mentoring. Gator aides help emerging readers build confidence and master skills. Alumni also volunteer at the Fall Festival, Family Bingos, Pancake Breakfast, “Jump Rope for Heart”, Gator Week, and Field Day.

Our Annual Gator Week is a long-time tradition at GES. During this special week in March we celebrate our school’s successes with tremendous school spirit. Everyone participates in different spirit activities each day building up to our finale on Friday/GATOR DAY, where everyone dresses in their most spirited Gator wear. Staff members (Gator Rappers) parade in to the cafeteria at lunchtime to perform a show and lead the students in singing and dancing with our Wally Gator mascot. On Gator Day, we have a special reptile show. This is an opportunity for students to learn about each animal and their unique traits. Our parents and community get involved by participating in Gator Day, decorating their cars, lawns, and homes, local businesses also post signs to support our school. The unity of our community, our parents, our staff and our students come together during this very special week.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At GES our curriculum follows the Virginia State Standards of Learning (SOLS). Teachers work collaboratively while they utilize the curriculum framework, the SOLS, and county pacing guides to develop site-based curriculum maps that serve to be specifically focused on covering all learning objectives with clarity, richness, and rigor.

The focus in Reading instruction is to provide a comprehensive, balanced literacy program for all students. This comprehensive approach begins with the development of a strong foundation in phonemic awareness, student's recognition of sounds, and oral language starting in kindergarten. Through guided reading, based on instructional reading level; phonics/word study; interactive read alouds; enhanced technology mini-lessons; e-books; reader's theater; and writer's workshop, our literacy program encompasses a vision to foster a love of reading. Comprehension instruction is not limited to fiction and classic literature, but includes instruction in informational, or nonfiction texts, and the interpretation of visual information including illustrations, charts, graphs and electronic sources. Our focus is to know the needs of each of our students and to provide individualized scaffolding with researched instructional strategies to create educated readers in the twenty-first century.

The focus in Mathematics instruction is to provide an environment for all students to actively build an understanding of mathematics. Our aim is to have students value mathematics and develop confidence in their ability to learn and use mathematics in purposeful ways. Students are given opportunities to formulate, represent, and solve mathematical problems using a variety of appropriate strategies while developing reasoning skills to justify their solutions. Our instructional goal is to provide a balanced program where students are developing fluency with basic skills and operations, assisted in constructing an understanding of mathematics concepts and procedures, and provided a variety of opportunities to apply concepts to solve meaningful problems. We use current best practices to guide student learning by building connections from concrete to representational to abstract mathematical understanding.

The Social Studies curriculum includes the historical emphasis in history, geography, civics, and economics. Our literature base in this content area has greatly been enhanced to better enrich our units of study. Upper grades have taken opportunities to host guests from the Jamestown Foundation as well as the Friends of Rappahannock to in order to provide students with a more hands-on approach to history and geography. Students in lower grades have visited local businesses and establishments that are aligned to each grade level's objectives. Fifth grade students have participated in an after-school History Club where they brought history alive through reenacting specific events to play out for the rest of the school community. Also, once a year our upper grades have participated in our community's Historical Society event, "Civil War Day". Annually, students engage and simulate history by visiting the Jamestown Settlement, Pamplin Civil War Battlefield, Mt. Vernon, the White House, and various surrounding historical buildings in downtown Fredericksburg.

The Science curriculum emphasizes concept application, inquiry, and process skills development. Activities are encouraged that will enable students to be involved in hands-on experiences. The science lessons delivered are designed to foster problem solving skills that will empower students to become active participants in the scientific world; as well as enable them to grow in their scientific literacy. Parents and students attend "Math and Science Night" where students engage in inquiry lessons that bridge a connection between home and school. Students attend field trips to the Children's Museum in Richmond, the Baltimore Aquarium, the National Zoo, the Science Museum of Virginia, and the Rappahannock River. Many students participate in the "Odyssey of the Mind" event in which team members apply their creativity to solve problems that may include building mechanical devices, roller coasters, or straw bridges.

The Visual and Performing Arts instruction is provided through visual arts lessons, movement, rhythm and vocal activities. Art activities for students involve developing the understanding of design, color, value, lines, shape, form, space, and texture elements. Music activities are provided for students to experience movement and rhythm and vocal activities. Both visual and performing arts are formulated to help students to showcase their talents while linking instruction across the curriculum.

Physical Education/Health/Nutrition instruction begins in Kindergarten and continues through fifth grade. Instruction focuses on providing students insight on making healthy choices. Fitness is emphasized as students are progress monitored on their fitness levels. Gross and fine motor activities are planned to strengthen students and build confidence. Family life is taught in collaboration with the school nurse. Instruction also incorporates physical activities that reinforce problem solving and higher level thinking skills.

Technology is incorporated into the classrooms to prepare students for the twenty-first century. Students are learning how to problem solve, conduct research, summarize data and develop different technology media to showcase their literacy skills. Our technology resource teacher collaborates with other staff members to develop lessons and to provide professional development opportunities to encourage the planning of lessons that will enrich instruction through the integration of technology.

## **2. Reading/English:**

Our literacy program encompasses a vision to foster a love of reading which allows students to establish real world connections. This is achieved through the utilization of the Benchmark Literacy Reading Series. This program enables teachers to enrich and reinforce reading instruction based on each student's instructional reading level. Curriculum features include guided reading, enhanced technology mini-lessons, e-books, phonics/word study, interactive read alouds, reader's theater, writer's workshop and oral running records for progress monitoring. We also utilize Fountas & Pinnell Benchmark Assessment Systems, Phonological Awareness Literacy Screening, Developmental Spelling Assessment, Qualitative Reading Inventory, and Comprehension Strategies Assessment. These assessment tools enable teachers to analyze and develop appropriate differentiated instructional strategies to achieve student success.

When data analysis indicates that students require intervention, our school implements a variety of strategies and methods to strengthen students' skills. To maximize the potential of each student, daily instructional interventions are provided. We provide student assistance through homogeneous small groups that encompasses the use of some of these programs: Fountas and Pinnell Leveled Literacy Intervention, Book Buddies (parent volunteers), a partnership with the middle school, which sends student volunteers (Gator-Aides) to engage and read with at-risk Kindergarten students, and high school mentors (Learn and Serve) for teacher support. In addition to these interventions all students receive 30 minutes of intervention and enrichment activities for reading. In order to create these intervention/enrichment groups, teachers use data and then collaborate on scaffolded instruction by grade level.

The GES is a dynamic learning space where twenty-first century students develop information literacy skills, conduct research, collaborate, create, and read. Special programs that provide incentive to our students include an ongoing school-wide reading challenge, family reading nights, county-wide spelling bee, Word Master Challenge, Scholastic Book Fairs, Accelerated Reader and book swap. We also provide enrichment opportunities such as Junior Great Books, Swamp Publishing, book clubs, newspaper (NIE) and magazine partnerships, Virginia Reader's Choice, author visits, skyping, and student-involved research projects. Numerous parents and community members regularly volunteer to participate in our library/school program for the benefit of our students.

Research has made a positive correlation between reading achievement and writing. Knowing the needs of each student and providing individualized scaffolding with researched instructional strategies has

helped our students reach their annual literacy goals. At GES we encourage and foster our students to love reading and lay a firm foundation for their academic career.

### **3. Mathematics:**

Our teachers use the Virginia state Standards of Learning, Stafford County Public Schools' curriculum framework and adopted curriculum materials to plan and guide all mathematics instruction. Seventy to seventy-five minutes of instruction is provided each school day, including 10-15 minutes of daily math talks to further reinforce number sense, problem solving, and communication of mathematical thinking. Our school-wide focus is to teach mathematics through problem solving. Lessons are inquiry based, promoting higher-level thinking while communicating mathematical strategies used to solve problems. Weekly grade level planning by classroom teachers and support staff is focused on promoting the teaching of concepts for understanding thus allowing all students to be successful.

Our school math specialist supports instruction by providing professional development to faculty members, co-teaching with staff members, and assisting with planning across grade levels K-5 as well as vertical articulation of the curriculum. She ensures that our school is always aware of the current best practices. She prepares us and our students for the twenty-first century that will require students to problem solve. Teachers participate in monthly math professional development sessions along with weekly grade level meetings to discuss how best to meet the needs of all students. At least half of our staff has completed University of Virginia graduate level courses designed to help strengthen both mathematics content knowledge and pedagogical skills.

Staff members strive to provide differentiated instruction for all learners by targeting student needs through small group lessons during both classroom math instruction and our designated Intervention/Enrichment block. Each grade level team develops a math "SMART" goal addressing an area of need after analyzing data and student work collected from grade level assessments. A battery of early childhood number assessments serves to monitor and evaluate student progress on foundational number sense concepts in the primary grades. Universal screeners and county benchmark assessments provide formative assessment to drive instruction in grades 3-5. Our intervention/enrichment block provides 30 minutes twice a week of additional math instruction allowing for enrichment and intervention. Additional before and after school opportunities for 2<sup>nd</sup>-5<sup>th</sup> graders include school tutoring clubs to provide focused intervention, and the enrichment program "Destination Imagination". Our school's gifted and talented teacher provides a weekly math enrichment class for high-performing fourth and fifth graders.

GES staff reaches out to our community by inviting families into our classrooms to observe standards-based math instruction in primary and upper grade classrooms on *BEAM* (Be Excited about Math) Day. Parents, students, and teachers also come together annually to participate in Family Math Night. Our school celebrates National Mathematics Awareness Month in April by offering the students a variety of activities to include math switch day, dressing mathematically days, and problem-solving challenges. Our 5<sup>th</sup> grade students participate in a monthly problem-solving contest put out by the county gifted resource teacher. All students have access to First in Math, an online math resource for self-paced practice of math skills and concepts, which can be utilized at both school and home.

### **4. Additional Curriculum Area:**

Specialist areas link directly with the classroom instruction to include history, science, math, and reading standards, reinforcing classroom skills. All students are given the opportunity to showcase their talents in special classes.

The art teacher plans activities for students to develop an understanding of the elements of design, color, value, line, shape, form, space, and texture. Visual arts lessons are planned to integrate art activities in all subject areas of the curriculum. Students are able to appreciate and respect their art work and the works of



others, major artist works, and art in a variety of cultures. Student art work is displayed throughout the school and at the county wide Fine Arts Festival in the spring. Students also have art work displayed at The Stafford Courthouse each month. Fifth grade students also have the opportunity to participate in an after-school mural painting club. Murals are painted for school beautification throughout the school.

In music class, all students experience movement, rhythm and vocal activities. Each music lesson is geared to help students not only develop their musicianship, but also other life skills such as fluency and cooperative learning. Musicals that are performed link directly with classroom instruction to include history and science standards, reinforcing what students are being taught in the classroom. All students are given the opportunity to show case their talents in music class. Students are also encouraged to use their research skills to learn about music genres and musicians. All musical instruction is based on research- based best practices to help students develop their musical side as well as their academic side. Using the school improvement plan as the guide when planning, music students not only become musically literate but they also practice basic reading skills and inquiry skills during music class.

GES Specialists collaborate weekly to discuss the curriculum focus at each grade level so that content is supported in each specialty area. Our specialists are experts in their field. They work closely and collaborate with the classroom teachers and staff to develop inquiry based tasks to support to initiatives of our school improvement plan.

## **5. Instructional Methods:**

The common thread throughout our school is our theory to be proactive educators versus having to be reactive to our students' needs. All of our general education teachers are supported by experts in the fields of gifted students, English as a Second Language, Learning Disabilities, Early Childhood, Autism, Speech and Language Disorders, Occupational Therapy, Physical Therapy, Adaptive P.E., Teachers of the Deaf and Teachers of the Visually Impaired. By forming a positive and informative partnership with all of these areas, general education teachers are able to instruct students' with individualized needs in order to help them achieve academic success with the same or modified standards of their peers.

Identified gifted students (K-5) are cluster-grouped in the classrooms of teachers who are involved in monthly professional learning community meetings which emphasize differentiation strategies. Some higher-level thinking opportunities offered to our students under the guidance of our Resource Teacher in pull-out include long-term independent research study, Junior Great Books featuring Shared Inquiry (Socratic seminars); National Word Master Challenge-advanced level and weekly after-school events (thinking games and engineering events), and (a) counseling group(s) addressing the social/emotional needs of the gifted. The Resource teacher pushes in whole classes to present divergent thinking lessons, inquiry-based activities, and problem-solving tasks.

The ESL Specialist and LD staff provide support to students with limited English and Specific Learning Difficulties, in accessing and developing academic skills. Students are receiving collaborative and self-contained support in order to access curriculum in the least restrictive environment based on their IEP's and LEP's. This allows our students to participate in whole group lessons with their peers in a safe and supportive environment that ensures that academic success can be attained.

The Early Childhood program educates children with special needs alongside their same age, typically developing peers. Large group, small group and individual activities encourage the education and socialization of all students. Students with IEPs and their peer model classmates are paired to routinely participate in Kindergarten general education classroom activities, as well as such Specials as Music and Library to promote opportunities to interact with their school peers and promote a proactive transition to school age placements.

Using a variety of instructional approaches including TEACCH and Applied Behavior Analysis, our Autism program develops lessons that focus on gross and fine motor skills, functional receptive and

expressive communication, motor planning and problem solving activities. These lessons provide students an opportunity to explore and interact with their environment and technology that is structured in a way to focus individual academic skills in a functional and naturalistic way to develop problem solving, social, and life skills.

The teacher of the deaf/hard of hearing works closely with each child's audiology team to ensure quality access to sound and services. The latest technology in assistive listening devices and FM systems are used with students personally owned devices to provide a quality listening environment for instruction.

Teachers of the Blind and Visually Impaired (TVI's) provide specialized instruction to students with visual impairments to include total blindness as well as low vision disabilities. A child with a visual impairment requires materials that are tactilely adapted or enlarged to ensure access to the general education curriculum.

As the demands of the 21<sup>st</sup> century challenges our students, so does the need for communication and collaboration between teachers. It is through the use of technology that GES is able to meet the needs of these diverse learners in an environment that could appear static and one dimensional to a struggling learner. This multimodal instruction is used to provide differentiation in a positive learning environment that uses best practices, sets high expectations, and encourages academic curiosity during daily instruction. Teachers achieve this by using all of our technology resources, such as computers (computer labs and traveling iBook cart), iPads, eBooks, classroom websites and classroom SMART Boards, in order to deliver a multi-sensory approach to learning.

## **6. Professional Development:**

School-wide professional development opportunities are based upon the School Improvement Plan (SIP) objectives, which are created to drive instruction throughout our learning community. After careful analysis of our school's student performance data, objectives are determined for the SIP. Professional development is provided to instructional staff in order to gain a clear understanding of the plan's action steps, resources, and instructional strategies which will support the attainment of the objectives identified.

For example, objective 1 states, "Over the school year, all students will increase their performance in reading in order to meet individual goals." The professional development opportunities in which the staff participated were focused in order to primarily supplement the results of this objective. This was afforded by holding a shared inquiry (Socratic Seminars), participating in professional dialogues/discussions regarding the text Comprehension Connections: Bridges to Strategic Reading, and having curriculum training focused on the adoption and implementation of our newly-adopted reading series, Benchmark Literacy, in order to teach students effectively.

For objective 2 which says, "Over the next year, all students will develop and strengthen complex thinking skills." Additional professional development activities were provided for instructional staff. The opportunities in which the staff participated ranged from a Problem-Solving seminar, a PDS on "Picture Perfect" (for scientific inquiry), an all-day in-service led by Dr. Amy Edmonds Alvarado of the University of Virginia on "Inquiry-Based Learning - Using Everyday Objects," on-going faculty peer observations, an "Inference as a Life Skill" PDS, the sharing of instructional strategies, as well as the distribution of professional texts as a resource: Differentiation: Simplified, Realistic, and Effective by Bertie Kingore, Questioning Makes the Difference and The Quick Question Workbook, Active Questioning by Nan Johnson.

Garrisonville's philosophy is that our professional development should match the goals and action steps of our School Improvement Plan; however, we also feel that other opportunities to reflect and grow as educators are worthwhile endeavors that make us the best body of professionals. As a whole, we continually participate in local, state and federal conferences, classes and meetings. Some examples of our wide range of knowledge and interests in the field of education include monthly PLC meetings

between instructional staff; “CPR and AED training for Adult, Infant and Child;” the “New Teacher Academy;” “Focus Symposium;” “Responsive Classroom;” “Data-Driven Decision Making” classes; “Skillfull Teacher;” special education paraprofessional staff development which included “Using Visuals Effectively” and “Functional Behavioral Analysis;” the “Virginia Conference for School Counselors;” “Linking Language and Learning in Mathematics;” and “Sheltered Instruction Observation Protocol (SIOP)” model training. Additionally, all specialty-area teachers and general-education staff continually participate in ongoing staff development specific to their field of expertise and interest.

## **7. School Leadership:**

The principal and assistant principal are instructional leaders that serve together as a team and believe in shared leadership capacity within the school. The goal of the administration is to empower instructional leaders as experts. It is the firm belief of the administration to hire teachers and staff members who are willing to “Go the Extra Mile” every day for students. All teachers are involved outside of their classroom, and it is the expectation that all teachers participate on one or more committees that are responsible for leading activities within the school.

The School Improvement Team is composed of the principal, the assistant principal, one special education primary support teacher, the FOCUS teacher, the school librarian, the math specialist, the reading specialist, and five classroom teachers that distribute representation of both primary and upper grade levels. The role of the School Improvement Team is to study and analyze all school testing data, to identify likely causal factors contributing to strengths and challenges of the school, to develop leading indicators for school objectives, and to formulate goals, objectives and actions steps as a part of the school improvement plan. Members of the school improvement team facilitate sessions with the faculty in an effort to obtain information, facilitate discussion, generate ideas and explain school wide initiatives. Members of the school improvement team meet quarterly to review the school improvement plan, however, the team meets monthly with the principal to follow up and discuss the implementation of school wide action steps.

There are seven PLC (professional learning community) leaders at GES. There is one leader per grade level or specialty area. It is the role of the PLC leaders to ensure that PLC discussions during common planning time are student focused and data driven. They serve as the grade level leaders and meet with the principal monthly. It is their responsibility to provide feedback, and to disseminate information to their grade level.

The mentor leadership program is composed of teacher leaders that work together to support and mentor new teachers to the building. This group of teachers meet monthly to discuss instructional programming and to provide support to the faculty and staff new to GES.

Both the principal and assistant principal are involved in meeting with grade level PLCs monthly, attending monthly grade level math and reading meetings, and observing, reviewing and evaluating teaching practices. Throughout the year the administration analyzes student progress and facilitates meetings targeting improvement of identified needs. The Assistant Principal is the leader of the Student Support Team and the special education eligibility team. The Principal attends all FOCUS eligibility meetings and works collaboratively with the focus teacher and classroom teacher to determine eligibilities.

The principal and assistant principal believe in the Gator Way and support the message throughout all facets of the school.

G – Go the Extra Mile

A – Always Encouraging

T- Totally Cooperative

O- Outstanding Attitude

R – Respectful and Responsible

The culture of the “Gator Way” is truly powerful. Everyone that walks into the doors experiences the belief in the message. At GES, it is the role of everyone to share in the leadership.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-11 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Pass Proficient  | 79        | 100       | 98        | 94        | 91        |
| Pass advanced  | 21        | 81        | 67        | 48        | 61        |
| Number of students tested  | 77        | 93        | 92        | 91        | 108       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 1         | 2         |           | 3         | 12        |
| Percent of students alternatively assessed   | 1         | 2         |           | 3         | 12        |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| Pass Proficient  | 80        | 100       | 99        | 98        | 76        |
| Pass advanced  |           |           |           |           |           |
| Number of students tested  | 15        | 25        | 20        | 21        | 16        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | 100       | 83        | 84        |
| Pass advanced  | Masked    | Masked    | 62        | 39        | 46        |
| Number of students tested  | 9         | 9         | 13        | 16        | 24        |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Pass Proficient  | 60        | 100       | 85        | 85        | 93        |
| Pass advanced  | 10        | 70        | 54        | 43        | 62        |
| Number of students tested  | 10        | 20        | 13        | 11        | 13        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Pass advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 9         | 8         | 6         | 8         | 5         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Pass Proficient  | 67        | 100       | 100       | 80        | 75        |
| Pass advanced  |           | 57        | 20        | 20        | 25        |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Pass advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 4         | 3         | 1         | 2         | 3         |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13VA3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-11 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Pass Proficient  | 100       | 96        | 92        | 93        | 90        |
| Pass advanced  | 53        | 59        | 48        | 46        | 57        |
| Number of students tested  | 78        | 93        | 92        | 93        | 109       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 1         | 2         |           |           |           |
| Percent of students alternatively assessed   | 1         | 2         |           | 2         | 12        |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| Pass Proficient  | 100       | 99        | 80        | 79        | 70        |
| Pass advanced  |           |           |           |           |           |
| Number of students tested  | 16        | 25        | 20        | 21        | 15        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | 100       | 88        | 86        |
| Pass advanced  | Masked    | Masked    | 31        | 25        | 43        |
| Number of students tested  | 9         | 9         | 13        | 16        | 23        |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Pass Proficient  | 100       | 65        | 84        | 83        | 92        |
| Pass advanced  | 40        | 30        | 46        | 25        | 46        |
| Number of students tested  | 10        | 20        | 13        | 12        | 13        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | 80        | Masked    |
| Pass advanced  | Masked    | Masked    | Masked    | 20        | Masked    |
| Number of students tested  | 7         | 8         | 6         | 10        | 7         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Pass Proficient  | 100       | 71        | 100       | 50        | 100       |
| Pass advanced  | 0         |           | 20        | 25        | 50        |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Pass advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 4         | 3         | 1         | 2         | 3         |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13VA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-11 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Pass Proficient  | 90        | 98        | 98        | 98        | 90        |
| Pass Advanced  | 43        | 76        | 86        | 81        | 60        |
| Number of students tested  | 94        | 86        | 88        | 103       | 102       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 3         | 2         | 5         | 1         | 6         |
| Percent of students alternatively assessed   | 3         | 2         | 5         | 1         | 6         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| Pass Proficient  | 78        | 95        | 90        | 95        | 76        |
| Pass Advanced  |           |           |           |           |           |
| Number of students tested  | 27        | 20        | 22        | 18        | 17        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Pass Proficient  | 91        | Masked    | 93        | 100       | 74        |
| Pass Advanced  | 27        | Masked    | 79        | 77        | 48        |
| Number of students tested  | 11        | 8         | 14        | 22        | 23        |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Pass Proficient  | 78        | 94        | 100       | 93        | 83        |
| Pass Advanced  | 22        | 69        | 82        | 64        | 8         |
| Number of students tested  | 18        | 16        | 11        | 14        | 12        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Pass Advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 3         | 4         | 7         | 2         | 3         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Pass Proficient  | 25        | 75        | 100       | 84        | 88        |
| Pass Advanced  |           | 25        | 67        | 17        |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Pass Advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 3         | 1         | 3         | 3         | 2         |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13VA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-11 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Pass Proficient  | 96        | 97        | 99        | 96        | 92        |
| pass advanced  | 58        | 46        | 68        | 70        | 57        |
| Number of students tested  | 95        | 87        | 88        | 103       | 105       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 1         | 1         | 7         | 3         | 6         |
| Percent of students alternatively assessed   | 1         | 1         | 7         | 3         | 6         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| Pass Proficient  | 98        | 99        | 99        | 98        | 98        |
| pass advanced  |           |           |           |           |           |
| Number of students tested  | 27        | 20        | 22        | 19        | 18        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Pass Proficient  | 100       | Masked    | 94        | 96        | 87        |
| pass advanced  | 45        | Masked    | 67        | 64        | 29        |
| Number of students tested  | 11        | 8         | 15        | 22        | 24        |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Pass Proficient  | 100       | 94        | 100       | 91        | 75        |
| pass advanced  | 44        | 31        | 45        | 47        | 33        |
| Number of students tested  | 18        | 16        | 11        | 15        | 12        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| pass advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 4         | 5         | 6         | 4         | 6         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Pass Proficient  | 75        | 75        | 100       | 83        | 77        |
| pass advanced  |           |           | 50        | 33        | 33        |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| pass advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 3         | 1         | 3         | 2         | 3         |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13VA3



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-11 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Pass Proficient  | 87        | 96        | 98        | 92        | 97        |
| Pass Advanced  | 26        | 81        | 82        | 77        | 75        |
| Number of students tested  | 73        | 84        | 102       | 100       | 106       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           | 4         | 1         | 3         | 23        |
| Percent of students alternatively assessed   |           | 4         | 1         | 3         | 23        |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| Pass Proficient  | 82        | 90        | 100       | 84        | 92        |
| Pass Advanced  |           |           |           |           |           |
| Number of students tested  | 17        | 21        | 16        | 19        | 13        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | 91        | 96        | 85        | 91        |
| Pass Advanced  | Masked    | 58        | 84        | 65        | 36        |
| Number of students tested  | 8         | 12        | 23        | 20        | 11        |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Pass Proficient  | 75        | 93        | 100       | Masked    | Masked    |
| Pass Advanced  | 25        | 73        | 92        | Masked    | Masked    |
| Number of students tested  | 12        | 15        | 12        | 8         | 6         |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | 98        | Masked    | Masked    |
| Pass Advanced  | Masked    | Masked    | 82        | Masked    | Masked    |
| Number of students tested  | 6         | 7         |           | 5         | 7         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Pass Proficient  |           | 83        | 100       | 100       | 83        |
| Pass Advanced  |           | 50        | 80        | 75        | 33        |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Pass Advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 2         | 3         | 3         | 1         | 1         |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13VA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-11 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Pass Proficient  | 99        | 98        | 100       | 96        | 96        |
| pass advanced  | 50        | 58        | 58        | 49        | 59        |
| Number of students tested  | 74        | 85        | 102       | 99        | 108       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 2         | 5         | 3         | 4         | 29        |
| Percent of students alternatively assessed   | 2         | 5         | 3         | 4         | 29        |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| Pass Proficient  | 99        | 99        | 100       | 98        | 100       |
| pass advanced  |           |           |           |           |           |
| Number of students tested  | 18        | 22        | 16        | 19        | 13        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | 83        | 100       | 95        | 91        |
| pass advanced  | Masked    | 58        | 39        | 32        | 36        |
| Number of students tested  | 8         | 12        | 23        | 19        | 11        |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Pass Proficient  | 93        | 100       | 100       | Masked    | Masked    |
| pass advanced  | 31        | 40        | 67        | Masked    | Masked    |
| Number of students tested  | 13        | 15        | 12        | 8         | 6         |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    |           | Masked    | Masked    |
| pass advanced  | Masked    | Masked    |           | Masked    | Masked    |
| Number of students tested  | 6         | 8         |           | 4         | 9         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Pass Proficient  | 67        | 100       | 100       | 100       | 83        |
| pass advanced  |           | 17        | 20        | 50        | 33        |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian</b>  |           |           |           |           |           |
| Pass Proficient  | Masked    | Masked    | Masked    | Masked    | Masked    |
| pass advanced  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 2         | 3         | 3         | 2         | 1         |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

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